




# EntreCultures® 1 Unit 1 90-Minute Lesson Plans Sampler



## Unit 1 Lesson Plan : L'identité



**Key:** Activities that have this icon  next to them indicate the critical learning path. The Can-Do statements associated with that activity also appear with the formative assessment for that unit section. Teacher Edition (TE) notes are denoted by page numbers.





| Day 1   | Day 2   | Day 3  |
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| <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do I talk about who I am?</li> <li>What do my preferences reveal about my identity?</li> <li>What are cultural similarities and differences between me and others in francophone communities?</li> </ul>   | <p><b>Can-Do Statements</b></p> <p><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p> <p><b>Presentational:</b> I can use words relating to identity to describe myself and others.</p>  | <p><b>Can-Do Statements</b></p> <p><b>Investigate:</b> I can identify some famous French speakers, their professions, and their contributions.</p> <p><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p>  |
| <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the <i>Objectifs</i>, p. 50</li> <li>Have students predict what types of information they will learn in this unit               <ul style="list-style-type: none"> <li>See TE notes, including discussion questions, strategies, and resources such as Appendix A Can-Do Statements/Learning Site® Portfolio</li> </ul> </li> </ul> <p><i>Rencontre interculturelle</i></p> <ul style="list-style-type: none"> <li>Introduce <i>Rencontre interculturelle</i> by activating student prior knowledge, exploring pictures and text, asking questions.</li> <li>Introduce vloggers Marianne and François and the information provided about them and where they live, pp. 52-54               <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 51</li> <li>See AP® Strategies and Scaffold TE notes, p. 52</li> <li>See Culture TE note, p. 53</li> <li>See Scaffold and Language TE notes, p. 54</li> <li>See suggestions in the Instructional Strategies Toolkit</li> </ul> </li> </ul> | <p><b>Segment 1 (30 minutes)</b></p> <p><i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i></p> <ul style="list-style-type: none"> <li>Review homework</li> <li><b>3</b>, p. 57 (Audio)</li> <li><b>4</b>, p. 57               <ul style="list-style-type: none"> <li>See Language TE note, p. 57</li> </ul> </li> <li><i>Stratégies</i>, p. 57 (Video)</li> </ul> <p><i>Communiquons 1, Zoom culture : Justin Trudeau, un Canadien à plusieurs identités</i></p> <ul style="list-style-type: none"> <li><b>5.2</b>, p. 58               <ul style="list-style-type: none"> <li>See Scaffold and Heritage Learners TE notes, p. 58</li> </ul> </li> </ul> | <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Review homework</li> <li>Review vocabulary from p. 56</li> </ul> <p><i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i></p> <ul style="list-style-type: none"> <li><b>8.1</b>, p. 62               <ul style="list-style-type: none"> <li>See Scaffold and STEAM Connections TE notes, p. 62</li> </ul> </li> <li><b>8.2</b>, p. 63               <ul style="list-style-type: none"> <li>See Language TE note, p. 63</li> </ul> </li> </ul>  |
| <p><b>Segment 2 (30 minutes)</b></p> <p><i>Rencontre interculturelle</i></p> <ul style="list-style-type: none"> <li><b>1.1</b>, p. 55</li> <li><b>1.2</b>, p. 55 (Videos)               <ul style="list-style-type: none"> <li>See Challenge &amp; AP® Strategies TE notes, p. 55</li> </ul> </li> <li><b>1.3</b>, p. 55 (Videos)</li> <li><b>1.4</b>, p. 55               <ul style="list-style-type: none"> <li>See Challenge TE note, p. 55</li> </ul> </li> </ul>   | <p><b>Segment 2 (30 minutes)</b></p> <p><i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i></p> <ul style="list-style-type: none"> <li>Digital flashcards</li> <li><i>Expressions utiles</i>, p. 59</li> <li><b>6.1</b>, p. 59               <ul style="list-style-type: none"> <li>See Language TE note, p. 59</li> </ul> </li> <li>Introduce <i>Détail grammatical</i>, p. 60               <ul style="list-style-type: none"> <li>See Language and Scaffold TE notes, p. 60</li> </ul> </li> </ul>   | <p><b>Segment 2 (30 minutes)</b></p> <p><i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i></p> <ul style="list-style-type: none"> <li><b>9</b>, p. 63 (Forum)               <ul style="list-style-type: none"> <li>See Language TE note, p. 63</li> </ul> </li> </ul> <p><i>Communiquons 1, Découvrons : Expressing Who I Am</i></p> <ul style="list-style-type: none"> <li>Introduce grammar topic, p. 64 (Audio)</li> <li><b>10</b>, p. 64 (Think-Pair-Share graphic organizer)               <ul style="list-style-type: none"> <li>See Scaffold TE note, p. 64</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>●  6.2, p. 60 <ul style="list-style-type: none"> <li>○ See Challenge TE note, p. 60</li> </ul> </li> </ul>   |   |
| <p><b>Segment 3 (30 minutes)</b><br/><i>Rencontre interculturelle</i></p> <ul style="list-style-type: none"> <li>● 2, p. 55 (Forum) <ul style="list-style-type: none"> <li>○ See AP® Strategies note, p. 55</li> </ul> </li> <li>● 5.1, p. 58 (<i>Connexions</i>)</li> </ul> <p><i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i></p> <ul style="list-style-type: none"> <li>● Introduce vocabulary, p. 56 (Audio) <ul style="list-style-type: none"> <li>○ Guide students to share what they already know and to explore the meaning of words in blue through visuals and context.</li> <li>○ See Scaffold and Challenge TE notes, p. 56</li> <li>○ See suggestions in the Instructional Strategies Toolkit.</li> </ul> </li> </ul> | <p><b>Segment 3 (30 minutes)</b><br/><i>Communiquons 1, Comment dit-on ? Qui suis-je ?</i></p> <ul style="list-style-type: none"> <li>● 7.1, p. 61</li> <li>● 7.2, p. 61</li> <li>●  7.3, p. 61 <ul style="list-style-type: none"> <li>○ See Scaffold TE note, p. 61</li> </ul> </li> </ul> | <p><b>Segment 3 (30 minutes)</b><br/><i>Communiquons 1, Découvrons : Expressing Who I Am</i></p> <ul style="list-style-type: none"> <li>● 10, p. 64 (Video) (Graphic Organizer)</li> <li>● 11.1, p. 65</li> <li>● Introduce <i>Détail grammatical</i>, p. 65 <ul style="list-style-type: none"> <li>○ See Language TE note, p. 65</li> </ul> </li> <li>● 11.2, p. 65</li> </ul> |
| <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected activities</li> <li>● 5.1, p. 58 (Reading)</li> </ul>   | <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected activities</li> <li>● <i>Mes notes interculturelles</i> (Handout)</li> </ul>  | <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected activities</li> <li>● Animated grammar video and associated online activity (Video), p. 64</li> </ul>  |




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| <p><b>Day 4</b></p> <p><b>Can-Do Statements</b><br/><b>Presentational:</b> I can write some simple sentences about identity.</p>   | <p><b>Day 5</b></p> <p><b>Can-Do Statements</b><br/><b>Presentational:</b> I can use words relating to identity to describe myself and others.<br/><b>Interpersonal:</b> I can ask and answer simple questions about identity.</p>   | <p><b>Day 6</b></p> <p><b>Can-Do Statements</b><br/><b>Interpretive:</b> I can understand some words and phrases related to activity preferences.</p>  |
| <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review homework</li> <li>● Revisit <i>Unité préliminaire</i>, to review structures students already know</li> </ul> <p><i>Communiquons 1, Découvrons : Expressing Who I Am</i></p> <ul style="list-style-type: none"> <li>● Introduce grammar topic, p. 64 (Audio)</li> <li>● 10, p. 64 (Think-Pair-Share graphic organizer) <ul style="list-style-type: none"> <li>○ See Scaffold TE note, p. 64</li> </ul> </li> </ul> | <p><b>Suggested Warm-up/Opener (45 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review homework</li> <li>● Allow time for final questions and review <ul style="list-style-type: none"> <li>○ See Culture and Spanish Language Connections TE notes, p. 67</li> </ul> </li> </ul> | <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review homework</li> <li>● Review Essential Questions, p. 51 (Forum)</li> <li>● Guide students in brainstorming what types of basic information they will learn in <i>Communiquons 2</i></li> </ul> <p><i>Communiquons 2, Comment dit-on ? Mes activités préférées</i></p> <ul style="list-style-type: none"> <li>● Introduce vocabulary, p. 68 (Audio) <ul style="list-style-type: none"> <li>○ Guide students to share what they already know and to explore the meaning of words in blue through visuals and context.</li> <li>○ See Scaffold and Spanish Language Connections TE notes, p. 68</li> <li>○ See suggestions in the Instructional Strategies Toolkit.</li> </ul> </li> </ul> |

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| <p><b>Segment 2 (30 minutes)</b><br/> <i>Communiquons 1, Découvrons : Expressing Who I Am</i></p> <ul style="list-style-type: none"> <li>● 10, p. 64 (Video) (Graphic Organizer)</li> <li>● 11.1, p. 65</li> <li>● Introduce <i>Détail grammatical</i>, p. 65 <ul style="list-style-type: none"> <li>○ See Language TE note, p. 65</li> </ul> </li> <li>● 11.2, p. 65</li> </ul>   | <p><b>Segment 1 (45 minutes)</b><br/> <b>Formative Assessment</b><br/> <i>Communiquons 1, J'avance</i></p> <ul style="list-style-type: none"> <li>●  14.1, p. 67</li> <li>●  14.2, p. 67</li> </ul> | <p><b>Segment 2 (30 minutes)</b><br/> <i>Communiquons 2, Comment dit-on ? Mes activités préférées</i></p> <ul style="list-style-type: none"> <li>● 15, p. 69 (Audio)</li> <li>● <i>Expressions utiles</i>, p. 69 <ul style="list-style-type: none"> <li>○ See Challenge TE note, p. 69</li> </ul> </li> <li>● 16, p. 69 <ul style="list-style-type: none"> <li>○ See Challenge TE note, p. 69</li> </ul> </li> <li>● 17.1, p. 70 (<i>Connexions</i>)</li> </ul> |
| <p><b>Segment 3 (30 minutes)</b><br/> <i>Communiquons 1 : Découvrons : Expressing Who I Am</i></p> <ul style="list-style-type: none"> <li>● 12, p. 66 (Video)</li> <li>● 13, p. 66 <ul style="list-style-type: none"> <li>○ See Differentiate TE note, p. 66</li> </ul> </li> </ul> <p><i>Communiquons 1, J'avance</i></p> <ul style="list-style-type: none"> <li>● Review the vocabulary from <i>Comment dit-on ?</i>, p. 56</li> <li>● Review the grammar point from <i>Découvrons</i>, p. 64</li> <li>● Review the <i>J'avance</i> formative assessment, Can-Do statements, and rubric to ensure understanding of expectations</li> </ul> |   | <p><b>Segment 3 (30 minutes)</b><br/> <i>Communiquons 2, Zoom culture : Le handball</i></p> <ul style="list-style-type: none"> <li>● 17.2, p. 70</li> </ul> <p><i>Communiquons 2, Comment dit-on ? Mes activités préférées</i></p> <ul style="list-style-type: none"> <li>● 18, p. 71 <ul style="list-style-type: none"> <li>○ See Differentiate TE note, p. 71</li> </ul> </li> </ul>  |
| <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected activities</li> <li>● Review digital flashcards</li> <li>● Update Portfolio</li> <li>● Nualang™ activities</li> </ul>   | <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected activities</li> <li>● Digital flashcards</li> <li>● 17.1, p. 70 (Reading)</li> </ul>   | <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>● Teacher-selected activities</li> <li>● <i>Mes notes interculturelles</i> (Handout)</li> </ul>   |

| Day 7   | Day 8  | Day 9  |
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| <p><b>Can-Do Statements</b><br/> <b>Investigate:</b> I can identify popular sports in Quebec and France and how they are similar to or different from sports in my community.<br/> <b>Interpersonal:</b> I can ask and answer questions about activities that I like and dislike.</p>   | <p><b>Can-Do Statements</b><br/> <b>Interpretive:</b> I can identify key words and some information in an ad for a summer camp.<br/> <b>Presentational:</b> I can write simple sentences about myself and about activities that I like and I don't like.<br/> <b>Presentational:</b> I can write simple sentences about myself and about activities that I like and I don't like.</p>  | <p><b>Can-Do Statements</b><br/> <b>Presentational:</b> I can write simple sentences about myself and about activities that I like and I don't like.</p>   |
| <p><b>Segment 1 (30 minutes)</b><br/> <i>Communiquons 2, Comment dit-on ? Mes activités préférées</i></p> <ul style="list-style-type: none"> <li>Review homework</li> <li>19, p. 71 (Video, Forum) <ul style="list-style-type: none"> <li>See STEAM Connections TE note, p. 71</li> </ul> </li> <li>20.1, p. 72 (infographic)</li> <li>20.2, p. 72 <ul style="list-style-type: none"> <li>See Scaffold and IB and AP® Strategies TE notes, p. 72</li> </ul> </li> </ul> | <p><b>Segment 1 (30 minutes)</b><br/> <i>Communiquons 2, Découvrons : Expressing Preferences</i></p> <ul style="list-style-type: none"> <li>Review homework</li> <li>23.1, p. 75</li> <li>23.2, p. 77</li> <li> 23.3, p. 77</li> </ul>  | <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Review homework</li> <li>Guide student discussion about what they like and don't like to do</li> </ul>   |
| <p><b>Segment 2 (30 minutes)</b><br/> <i>Communiquons 2, Découvrons : Expressing Preferences</i></p> <ul style="list-style-type: none"> <li>Introduce grammar topic, p. 73 (Audio)</li> <li>21, p. 73 (Video) <ul style="list-style-type: none"> <li>See Scaffold and Spanish Language Connections TE notes, p. 73</li> </ul> </li> </ul>   | <p><b>Segment 2 (30 minutes)</b><br/> <i>Communiquons 2, Découvrons : Expressing Preferences</i></p> <ul style="list-style-type: none"> <li>23.4, p. 77 (Videos) <ul style="list-style-type: none"> <li>See AP Strategies and Spanish Language Connections TE notes, p. 77</li> </ul> </li> </ul>  | <p><b>Segment 2 (30 minutes)</b><br/> <i>Communiquons 2, Découvrons : Expressing Preferences</i></p> <ul style="list-style-type: none"> <li>26.1, p. 81</li> <li>26.2, p. 81 <ul style="list-style-type: none"> <li>See Challenge note, p. 81</li> </ul> </li> </ul>   |
| <p><b>Segment 3 (30 minutes)</b><br/> <i>Communiquons 2, Découvrons : Expressing Preferences</i></p> <ul style="list-style-type: none"> <li>Détail grammatical, p. 74</li> <li>22.1, p. 74 <ul style="list-style-type: none"> <li>See Differentiate TE note, p. 74</li> </ul> </li> <li>22.2, p. 75 <ul style="list-style-type: none"> <li>See Challenge TE note, p. 75</li> </ul> </li> </ul>  | <p><b>Segment 3 (30 minutes)</b><br/> <i>Communiquons 2, Découvrons : Expressing Preferences</i></p> <ul style="list-style-type: none"> <li> 24 p. 78 <ul style="list-style-type: none"> <li>See Differentiate and TE notes, p. 78</li> </ul> </li> <li>25, p. 79 <ul style="list-style-type: none"> <li>See Challenge and Culture TE notes, p. 79</li> </ul> </li> </ul> | <p><b>Segment 3 (30 minutes)</b><br/> <i>Communiquons 2, J'avance</i></p> <ul style="list-style-type: none"> <li>Review the vocabulary from <i>Comment dit-on ?</i>, p. 68</li> <li>Review the grammar point from <i>Découvrons</i>, p. 73</li> <li>Review the <i>J'avance</i> formative assessment, rubric, and Can-Do statements, and rubric to ensure understanding of expectations.</li> </ul> |
| <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> </ul>  | <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> </ul>   | <p><b>Additional Activities/Homework</b></p> <ul style="list-style-type: none"> <li>Teacher-selected activities</li> <li>Review digital flashcards</li> <li>Update Portfolio</li> <li>Nualang™ activities</li> </ul>   |

| Day 10  | Day 11  | Day 12  |
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| <p><b>Can-Do Statements</b></p> <p><b>Presentational:</b> I can write simple sentences about myself and about activities that I like and I don't like.</p> <p><b>Presentational:</b> I can introduce myself and provide some basic information about my identity.</p>   | <p><b>Can-Do Statements</b></p> <p><b>Interpretive:</b> I can understand information related to identity and preferences.</p>   | <p><b>Can-Do Statements</b></p> <p><b>Interpersonal:</b> I can ask and answer questions to get to know another person.</p> <p><b>Investigate:</b> I can identify musical events and musicians in a francophone region and how they are similar to or different from those in my community.</p>  |
| <p><b>Segment 1 (45 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review homework</li> <li>● Allow time for final questions and review <ul style="list-style-type: none"> <li>○ See Challenge and Connections to STEAM TE notes, p. 83</li> </ul> </li> </ul>   | <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review homework</li> <li>● Review Essential Questions, p. 51 (Forum)</li> <li>● Guide students in brainstorming what types of basic information they will learn in <i>Communiquons 3</i></li> </ul> <p><i>Communiquons 3, Comment dit-on ? Questions et réponses</i></p> <ul style="list-style-type: none"> <li>● Introduce vocabulary, p. 84 (Audio) <ul style="list-style-type: none"> <li>○ Guide students to share what they already know and to explore the meaning of words in blue through visuals and context.</li> <li>○ See Scaffold and Spanish Language Connections TE notes, p. 84</li> <li>○ See suggestions in the Instructional Strategies Toolkit.</li> </ul> </li> </ul>  | <p><b>Segment 1 (30 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review homework</li> </ul> <p><i>Communiquons 3, Comment dit-on ? Questions et réponses</i></p> <ul style="list-style-type: none"> <li>●  <b>31</b>, p. 87 <ul style="list-style-type: none"> <li>○ See Differentiate TE note, p. 87</li> </ul> </li> <li>● <i>Détail linguistique</i>, p. 87</li> <li>● <b>32.1</b>, p. 88 <ul style="list-style-type: none"> <li>○ See Scaffold and STEAM Connections TE notes, p. 88</li> </ul> </li> </ul> |
| <p><b>Segment 1 (45 minutes)</b></p> <p><b>Formative Assessment</b></p> <p><i>Communiquons 2, J'avance</i></p> <ul style="list-style-type: none"> <li>●  <b>27.1</b>, p. 82</li> <li>●  <b>27.2</b>, p. 83</li> </ul> | <p><b>Segment 2 (30 minutes)</b></p> <p><i>Communiquons 3, Comment dit-on ? Questions et réponses</i></p> <ul style="list-style-type: none"> <li>● <b>28.1</b>, p. 85</li> <li>● <b>28.2</b>, p. 85 <ul style="list-style-type: none"> <li>○ See AP® Strategies TE note, p. 85</li> </ul> </li> </ul> <p><i>Notre communauté mondiale</i></p> <ul style="list-style-type: none"> <li>● Review the project in <i>Notre communauté mondiale</i> (<b>43</b>, p. 98) to do with your class</li> <li>● <b>43.1</b>, p. 98 <ul style="list-style-type: none"> <li>○ See Global Connections and IB Strategies TE notes, p. 98</li> </ul> </li> <li>● <i>Notre communauté mondiale</i> projects will take place on Day 23, allowing plenty of time to prepare and plan</li> </ul> | <p><b>Segment 2 (30 minutes)</b></p> <p><i>Communiquons 3, Comment dit-on ? Questions et réponses</i></p> <ul style="list-style-type: none"> <li>● <b>32.2</b>, p. 89 <ul style="list-style-type: none"> <li>○ See IB Strategies TE note, p. 89</li> </ul> </li> <li>● <b>32.3</b>, p. 89</li> <li>● <b>33</b>, p. 89 <ul style="list-style-type: none"> <li>○ See Challenge TE note, p. 89</li> </ul> </li> </ul>  |
|   | <p><b>Segment 3 (30 minutes)</b></p> <p><i>Communiquons 3, Comment dit-on ? Questions et réponses</i></p> <ul style="list-style-type: none"> <li>● <b>29</b>, p. 85 <ul style="list-style-type: none"> <li>○ See Supporting Heritage Learners note, p. 85</li> </ul> </li> <li>● <i>Détail grammatical</i>, p. 86</li> <li>●  <b>30</b>, p. 86 <ul style="list-style-type: none"> <li>○ See Scaffold and Spanish Language Connections notes, p. 86</li> </ul> </li> </ul>  | <p><b>Segment 3 (30 minutes)</b></p> <p><i>Communiquons 3, Découvrons : Asking and Answering Questions</i></p> <ul style="list-style-type: none"> <li>● Introduce grammar topic, p. 90 (Audio) <ul style="list-style-type: none"> <li>○ See Language and Challenge TE notes, p. 90</li> </ul> </li> <li>● <b>34</b>, p. 91 (Think-Pair-Share graphic organizer)</li> <li>● <b>35</b>, p. 91</li> </ul>  |

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| <b>Additional Activities/Homework</b> <ul style="list-style-type: none"><li>Teacher-selected activities</li></ul> | <b>Additional Activities/Homework</b> <ul style="list-style-type: none"><li>Teacher-selected activities</li></ul> | <b>Additional Activities/Homework</b> <ul style="list-style-type: none"><li>Teacher-selected activities</li></ul> |
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| Day 13   | Day 14  | Day 15   |
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| <b>Can-Do Statements</b><br>N/A  | <b>Can-Do Statements</b><br><b>Investigate:</b> I can identify other languages spoken in my community and what they represent to people.  | <b>Can-Do Statements</b><br><b>Interpretive:</b> I can understand information related to identity and preferences.<br><b>Presentational:</b> I can describe some similarities and differences between a francophone student and myself.<br><b>Interpersonal:</b> I can ask and answer questions to get to know another person.   |
| <b>Segment 1 (30 minutes)</b> <ul style="list-style-type: none"><li>Review homework</li><li>Guide students in discussing the observations they made from the Découvrons animated grammar video to reactivate learning from Day 12</li></ul>  | <b>Segment 1 (30 minutes)</b> <ul style="list-style-type: none"><li>Review homework</li><li><i>Communiquons 3, Découvrons : Asking and Answering Questions</i><ul style="list-style-type: none"><li><i>Expressions utiles</i>, p. 92</li><li><b>38</b>, p. 94<ul style="list-style-type: none"><li>See French Heritage Learners TE note, p. 94</li></ul></li></ul></li></ul>  | <b>Suggested Warm-up/Opener (45 minutes)</b> <ul style="list-style-type: none"><li>Review homework</li><li>Allow time for final questions and review<ul style="list-style-type: none"><li>See IB Strategies and AP® Strategies TE notes, p. 97</li></ul></li></ul>   |
| <b>Segment 2 (30 minutes)</b><br><i>Communiquons 3, Découvrons : Asking and Answering Questions</i> <ul style="list-style-type: none"><li><b>36</b>, p. 91<ul style="list-style-type: none"><li>See Scaffold TE note, p. 91</li></ul></li><li><b>37.1</b>, p. 92<ul style="list-style-type: none"><li>See Scaffold TE note, p. 92</li></ul></li><li><b>39.1</b>, p. 95 (<i>Connexions</i>)</li></ul> | <b>Segment 2 (30 minutes)</b><br><i>Communiquons 3, Zoom culture : L'identité linguistique du Québec</i> <ul style="list-style-type: none"><li><b>39.2</b>, p. 95<ul style="list-style-type: none"><li>See Culture TE note, p. 95</li></ul></li><li><i>Communiquons 3, Découvrons : Asking and Answering Questions</i><ul style="list-style-type: none"><li><b>40</b>, p. 95 (Forum)<ul style="list-style-type: none"><li>See Culture TE note, p. 95</li></ul></li></ul></li></ul>  | <b>Segment 2 (45 minutes)</b><br><b>Formative Assessment</b><br><i>Communiquons 3, J'avance</i> <ul style="list-style-type: none"><li> <b>42.1</b>, p. 97 (Audio)</li><li> <b>42.2</b>, p. 97</li><li> <b>42.3</b>, p. 97</li></ul> |
| <b>Segment 3 (30 minutes)</b><br><i>Communiquons 3, Découvrons : Asking and Answering Questions</i> <ul style="list-style-type: none"><li><i>Détail grammatical</i>, p. 92</li><li><i>Expressions utiles</i>, p. 92</li><li><b>37.2</b>, p. 93<ul style="list-style-type: none"><li>See Spanish Language Connections and Language TE notes, p. 93</li></ul></li></ul>                                | <b>Segment 3 (30 minutes)</b><br><i>Communiquons 3, Découvrons: Asking and Answering Questions</i> <ul style="list-style-type: none"><li><b>41</b>, p. 96<ul style="list-style-type: none"><li>See Culture and Scaffold TE notes, p. 96</li></ul></li><li><i>Communiquons 3, J'avance</i><ul style="list-style-type: none"><li>Review the vocabulary from <i>Comment dit-on ?</i>, p. 68</li><li>Review the grammar point from <i>Découvrons</i>, p. 73</li><li>Review the <i>J'avance</i> formative assessment, rubric, and Can-Do statements to ensure understanding of expectations.</li></ul></li></ul> |  |
| <b>Additional Activities/Homework</b> <ul style="list-style-type: none"><li>Teacher-selected activities</li><li><b>39.1</b>, p. 95 (Reading)</li></ul>   | <b>Additional Activities/Homework</b> <ul style="list-style-type: none"><li>Teacher-selected activities</li><li><i>Mes notes interculturelles</i> (Handout)</li><li>Nualang™ activities</li></ul>   |  |

| Day 16  | Day 17   | Day 18  |
|---|--|---|
| <b>Can-Do Statements</b><br>N/A   | <b>Can-Do Statements</b><br>N/A  | <b>Can-Do Statements</b><br><b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I talk about who I am?</li> <li>• What do my preferences reveal about my identity?</li> <li>• What are cultural similarities and differences between me and others in francophone communities?</li> </ul>  |
| <b>Segment 1 (30 minutes)</b> <ul style="list-style-type: none"> <li>• Review homework</li> <li>• Make final preparations for <i>Notre communauté mondiale</i> project</li> </ul>   | <b>Segment 1 (45 minutes)</b> <ul style="list-style-type: none"> <li>• Review homework</li> </ul> <i>Notre communauté mondiale</i> <ul style="list-style-type: none"> <li>• Allow time for students to share observations and experiences from their <i>Notre communauté mondiale</i> projects</li> <li>• Guide a discussion in what happened and how students felt about it</li> <li>• <b>44</b>, p. 99 (Forum, <i>Mes notes interculturelles</i>)</li> </ul>               | <b>Suggested Warm-up/Opener (45 minutes)</b> <ul style="list-style-type: none"> <li>• Review homework</li> </ul> <i>Communiquons 3, J'avance</i> <ul style="list-style-type: none"> <li>• Allow time for final questions and review</li> <li>• Review the vocabulary from <i>Comment dit-on ?</i>, p. 84</li> <li>• Review the grammar point from <i>Découvrons</i>, p. 90</li> <li>• Review the <i>J'avance</i> formative assessment and Can-Do statements, and rubric to ensure understanding of expectations.               <ul style="list-style-type: none"> <li>◦ See AP® Strategies TE note, p. 105</li> </ul> </li> </ul> |
| <b>Segment 2 (60 minutes)</b><br><i>Notre communauté mondiale</i> <ul style="list-style-type: none"> <li>• Use this day to carry out your <i>Notre communauté mondiale</i> event</li> <li>• <b>43.2</b>, p. 99               <ul style="list-style-type: none"> <li>◦ Allow students a few minutes to add finishing touches to their presentations</li> </ul> </li> <li>• <b>43.3</b>, p. 99 (Forum)               <ul style="list-style-type: none"> <li>◦ See Language and STEAM Connections TE notes, p. 99</li> </ul> </li> </ul> | <b>Segment 2 (45 minutes)</b><br><i>J'y arrive</i> <ul style="list-style-type: none"> <li>• Review the tasks and expectations for the <i>J'y arrive</i>, pp. 104–105, to be sure they understand the concept</li> <li>• Share and discuss the Integrated Performance Assessment rubric with students</li> <li>• Review the vocabulary and grammar skills from the unit</li> <li>• Revisit the Essential Questions and how the vocabulary learned connects to them</li> </ul> | <b>Segment 1 (45 minutes)</b><br><b>Summative Assessment</b><br><i>J'y arrive</i> <ul style="list-style-type: none"> <li>• <b>Interpretive Assessment, p. 105</b></li> <li>• <b>Interpersonal Assessment, p. 105</b></li> <li>• <b>Presentational Assessment, p. 105</b></li> <li>• Provide rubric for students to have as reference during the assessment</li> </ul>   |
| <b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>   | <b>Additional Activities/Homework</b> <ul style="list-style-type: none"> <li>• Teacher-selected activities</li> </ul>  |   |